

St Martin's CE (Aided) Primary School
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Special Educational Needs Information Report

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St Martin's CE (Aided) Primary School

Special Educational Needs (Information) Regulations Clause 65 Special Educational Needs Information Report

All pupils at St Martin's CE (Aided) Primary School are equally valued, regardless of whether they differ from their peers academically, physically, socially or emotionally. Our philosophy is to enable and encourage all pupils to have access to an inclusive, well-balanced and broad-based curriculum and to achieve their potential in a happy, secure and caring environment.

At St. Martin's CE (Aided) Primary School, inclusive practice is characterised by the school's Christian tradition, which not only respects but also welcomes diversity. We welcome visits to the school when parents are making decisions about their child's education and liaise with previous schools and pre-school settings to facilitate the transition process. We actively develop partnerships between pupils, parents/carers, education practitioners and specialist service staff to give children the best possible education and a secure foundation for life.

Inclusion is the process of removing barriers to participation and learning so that everyone benefits fully from educational opportunities. Inclusive practice at St. Martin's CE (Aided) Primary School is based on two core principles:

- Equality – all pupils should be equally valued regardless of their abilities, circumstances or behaviour;
- Entitlement – everyone is entitled to a broad, balanced and relevant education.

What should I do if I think my child may have special educational needs?

At St Martin's CE (Aided) Primary School, we understand the importance of working closely with parents and welcome open and honest dialogue about any aspects of your child's development. Your child's Class Teacher is usually the first point of contact for any concerns you may have about your child's education or wellbeing. They will listen to your concerns and agree with you the next steps towards identifying and making any necessary provision for your child.

This may involve working with the SENCo and support agencies external to school, for example Speech and Language Service, Educational Psychology Service, Primary Behaviour Support, CAMHs, health.

You may also contact the Headteacher about any matters concerning your child's education.

How does the school know if my child needs extra help?

At St Martin's CE (Aided) Primary School, children are identified as having SEN through a variety of ways including the following:-

- Liaison with previous educational settings;
- Liaison with parents where concerns have been raised;
- Liaison with support agencies external to school where concerns have been raised with these agencies outside school;
- Concerns raised by classroom staff in any area of learning or personal development;
- Concerns raised at pupil progress meetings where a child is not making expected academic progress;
- Routine diagnostic testing including dyslexia screening in Year R and reading and spelling in the junior years;
- Additional diagnostic testing undertaken by the SENCo if concerns are raised about an individual child;
- Outcomes of routine target and intervention provision.

Once a child is identified as having a special educational need he/she is included on our Special Educational Needs Register which is reviewed termly by teachers and the SENCo. We also operate an early identification system so that children who do not meet the national criteria for inclusion on the register have their additional needs provided for and monitored.

If a child's progress gives significant cause for concern, a request for statutory assessment is made by the school to the Local Education Authority.

How is the decision made about the type and amount of support my child will receive?

The governing body is responsible for allocating funds from the schools' delegated budgets to support children with special educational needs.

The Headteacher is responsible for ensuring provision is made for children with special educational needs within the budget available. We recognise that children with special educational needs will need different types and levels of support to achieve their potential while they are at school and that these needs may change over time.

Support is targeted to ensure children can access the curriculum and make expected progress in their learning.

This support may take the form of:

- target and intervention work delivered in small groups by Learning Support Assistants;
- specific support programmes such as speech and language, motor skills and nurture delivered by Learning Support Assistants in small groups or individually;
- small group support in the classroom setting delivered by the Class Teacher or Learning Support Assistant;
- 1:1 where a child's need is complex.

How will the curriculum match my child's needs?

Higher quality teaching and learning in all classrooms which includes learning opportunities matched to the needs of all children.

Deployment of Learning Support Assistants.

Provision of Wave 2 interventions through target and intervention groups.

Provision of Wave 3 interventions through individual programmes to meet a child's specific need.

How will I know how my child is doing?

St Martin's has an 'open door' policy for meeting with parents.

If you have any concerns about your child's progress or wellbeing at any time, you are always welcome in school. Class Teachers may not be able to see you immediately, but will do their best to make an appointment within the next few days at a convenient time.

Parents can make an appointment to speak to the SENCo or the Headteacher at any time by making an appointment with the relevant person or with the Admin Officer.

We hold parental consultation meetings in the Autumn and Spring term and provide an Annual Report at the end of the summer term.

How do you encourage parents to be involved in their child's education?

At St. Martin's partnership with parents is seen as essential. We believe that a positive relationship with parents has a beneficial impact on a pupil's progress and enjoyment in school. Our principles for effective partnership are:

- To acknowledge parents/carers as the prime and initial teachers of their children;
- To involve parents from the earliest stage of concern;
- To discuss and agree on the ways in which parents could support their child at home and to establish an effective system for regular home/school liaison;
- To encourage parents to be actively involved in their child's education;
- To hold parents' evenings regularly and to report to all parents at least annually;
- To assure parents of confidentiality at all times.

How will my child be able to contribute their views?

We are a Rights Respecting school where we value and celebrate each child's right to express their views on all aspects of school life. Children are encouraged to offer their opinions through:

- class charters;
- School Councils;
- pupil conferencing;
- ownership of their learning;
- PLP and PSP targets;
- annual pupil surveys;
- open door policy of all staff members.

If your child has an IPA, SENSA funding or EHCP their views will be sought before review meetings.

How will the school staff support my child's learning?

Teachers have a responsibility to consider individual needs for all the children in their class so that they can all access the curriculum. In the classroom, teachers provide carefully matched learning opportunities for children, including those with special educational needs. To enable the learning of all children, teachers make appropriate adaptations or modifications where necessary and within reason, in line with the SEN Code of Practice. A range of strategies, including adaptations to the physical environment, provision of aids, adult support and differentiation of the curriculum by task, expectations or outcome, will be considered and used where appropriate to provide an inclusive learning environment.

In the classroom, teachers may provide small group support for children with special educational needs or, in some cases, individual support.

The school runs target and intervention programmes run by Learning Support Assistants matched to individual pupil need.

Individual support may be provided by a Learning Support Assistant outside the classroom for children with a specific special educational need such as speech and language, motor skills, social and emotional development.

Sometimes, the school may request advice from other professionals and outside agencies to support us in meeting a child's particular special educational needs.

What expertise or training do the staff supporting children with SEN have?

The SENCo regularly updates teaching staff with new initiatives and policy related to SEN and organises other training as required.

What specialist services are available or accessed by the school?

Specialist support services play an important role in helping the school make appropriate provision for children with SEN. We would request support from an outside agency if, after a period of assessment and intervention, a medical problem, learning difficulty or emotional, social or behavioural difficulty still remained. For some children joining the school, advice may be sought prior to the child starting the school.

Specialist advice can be sought from various health professionals; school nurse, paediatric specialists, physiotherapists, speech and language therapists and occupational therapists or the Child and Adolescent Mental Health Service.

In Hampshire, we can also seek advice from Educational Psychologists, Specialist Teacher Advisors, the Behaviour Support Team and Special School Outreach Teachers.

From time-to-time the school may also seek training from other outside agencies or specialists within Hampshire or West Berkshire.

What support will there be for my child's overall wellbeing?

We are an inclusive school and provide for the holistic development of all children. The Class Teachers have overall responsibility for the pastoral, medical and social care of every child in their class. If further support is required the Class Teacher liaises with the SENCo or Headteacher for further advice and guidance. The Headteacher, in liaison with the parent, makes a decision about the level and nature of support required. This may take the form of:

- ELSA (Emotional Literacy Support Assistant) sessions;
- inclusion in a social skills group;
- inclusion in programmes run by the ELSA to include keeping safe, personal care or emotional development;
- liaison with support agencies external to school for example PBS, CAMHs, Health;
- family support provided by EHH or the national Supporting Families Programme.

The school has a policy regarding the administration and managing of medicines – available on the website. Parents need to contact the admin office if medication is recommended by health professionals to be taken during the school day – the relevant paperwork will need to be completed before the schools can undertake the administration of any medicines or like products. Staff have regular training and updates of conditions and medication affecting individual children. Where personal care is required for an individual, care plans are drawn up in liaison with health professionals and parents.

As a school we have a positive approach to behaviour management through a system that is clear and consistent across the school. If a child has challenging behaviours a Personal Support Plan will be drawn up by the SENCo in liaison with the child, parents and classroom staff. This will be reviewed on a regular basis to ensure support and provision meets the child's needs. Where a child's behaviours become a barrier to their learning and cannot be successfully managed within the mainstream classroom setting, referrals will be made to support agencies. We do everything possible to include all children and make use of internal exclusion measures to prevent fixed term exclusions from school whenever possible.

We believe it is vital that children attend school regularly and on time to ensure they can make the most of all learning opportunities presented. Attendance of every child is monitored through the rigorous application of our attendance monitoring policy and procedures. Punctuality is also monitored very closely. All instances of poor attendance and/or punctuality are dealt with in a timely manner by the admin team, classroom staff and the leadership team.

How will my child be included in activities outside the school classroom including school trips?

Our aim is to include all children in all school activities during and outside of the school day, including those with special educational needs. Where required and possible, we will make all necessary adjustments in order to include all children.

If our risk assessment of an activity highlights concerns about a child's behaviour which may put the child or other children and the adults at risk, this will be discussed with you as a parent and it may be necessary to make alternative arrangements for your child for that specific activity.

How will the school prepare my child to join the school or transfer to a new setting or stage of education?

If children join us at the start of year R as part of the normal admissions round, there are comprehensive induction procedures for both parents and children. 'Monday Funday' provides an opportunity for pre-school children and parents/carers to visit the school every Monday to make friends and get to know other children and parents. For parents of children with special educational needs, there may be additional transition meetings with parents, previous educational setting(s) and support agencies if they are involved.

If children join us part way through the school year or join a year group outside of Year R induction procedures are matched to the need of the family and where we are admitting a child with special educational needs, we will follow the procedures outlined above.

When our Year 6 children transfer to secondary school, we have comprehensive transition procedures including liaison with receiving educational settings. If a child with special educational needs requires additional transition meetings or visits, or an Inclusion Partnership Agreement, we will broker these requirements.

How accessible is the school both indoors and outdoors?

Wherever possible, adjustments are made to ensure any adult or child with a disability is able to access school activities together with the whole school community.

Access to the school is by the main gate leading from the road. The path is flat and accessible to all and leads down a slope into the playground area. There is a further ramp up from the playground, for wheelchairs, leading into the school. The school classrooms are on one level. There is a disabled toilet.

Within the classroom, additional resources will be provided to enable pupils to access the curriculum. These may include individual visual timetables, coloured overlays for reading, stable pens, adapted scissors, wobble cushions, weighted blankets, writing slopes, individual work stations, stability steps, rest breaks, exercise breaks and extra time for specific interventions. We may also seek advice from and borrow resources from the specialist teacher advisors and other professionals as mentioned later in the report.

Children with English as an additional language are supported through liaison with the Ethnic Minority and Traveller Achievement Service (EMTAS).

The school does not have hearing loops.

How are parents involved in the school and how can I get involved?

We actively encourage parents to become involved in the life of the school and we work in partnership with parents in the best interests of the children. We operate effective induction procedures for parents and children.

All parents are automatically members of our School Association and can join the committee if places are available and they wish to do so.

The school welcomes parent volunteers in a variety of roles within school; accompanying us on school trips and nature walks, helping with classroom activities such as reading, art, cooking and computing or joining groups with a particular theme, such as 'Healthy Schools'.

We expect parents to attend parental consultations twice a year.

We expect parents to support their child's learning at home through our homework policy – for children with special educational needs, homework is differentiated and matched to the child's need.

Parents are involved in meetings and reviews with support agencies external to school.

Parents are involved in reviews of PLPs, PSPs, IPAs and Education Health Care Plans (EHCP).

A newsletter is sent home or emailed to parents each week outlining forthcoming events, news and contact numbers.

How will I know how the school provides for children with SEN?

The Governing Body does its best to secure the necessary provision for any pupil identified as having special educational needs, including inclusive practice. They ensure, through delegation to the Headteacher, that the SENCo, all teachers and all Learning Support Assistants, are aware of the importance of providing for these children and that these children's needs have been made known to them. The Headteacher and SENCo have responsibility for the day to day management of provision for children with special educational needs and meet regularly to determine current and future priorities. The Governing Body monitors provision and reports to parents annually on the success of the school's policy for children with special educational needs.

How does the school respond to concerns about the provision made for my child?

If parents wish to discuss a matter about their child's special educational needs, the first point of contact is the Class Teacher. The Class Teacher or parent may then decide that contact with the SENCo would be beneficial and Mrs Barret would make contact with the parent. If there is a complex matter to be discussed or the concern cannot be resolved, the SENCo will involve the Headteacher who will then arrange to meet with the parent. If the matter cannot be resolved at an initial meeting, the school's Complaints Policy may be invoked.

At all stages the aim is to resolve any issue as quickly as possible and to the satisfaction of all parties.

Parents may also contact Support for SEND - www3.hants.gov.uk/childrens-services/special-needs/support4send.htm or Independent Parental Special Education Advice (IPSEA) - www.ipsea.org.uk

Where can I get further information about services for my child?

Further information can be found by accessing Hampshire's Local Offer site.

What other services are available in Hampshire for children with SEN?

Hampshire Parent Partnership Service provides impartial advice, information and support to parents/carers or children and young people with special educational needs. Their aim is to build partnerships between parents/carers, the local authority and schools. Their contact details are:

Telephone: 01962 845870 Email: enquiries.pps@hants.gov.uk

Website: www.hants.gov.uk/parentpartnership